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ABSTRACT

This fourth of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and five modules: Regional Demography, State and Local Government, Community Education, Neighborhood Workshops (Practicum), and Miscellaneous Activities (Practicum)--Placement, Critique. The curriculum is designed for adults with at least eighth grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT--Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. Purpose of this component is to train students through learning experiences involving (1) personal growth, (2) "hands-on" group dynamics and public relations workshops, and (3) academically oriented background studies to design and deliver energy education workshops to the public. Placement activities enable students to identify and follow up job interests. Contents of each module include objectives: teaching/learning activities, resources, and evaluation (quizzes and examinations) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also included in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project--see Note. (YLB)

PROJECT EFFECT

Energy For The Future: Education, Conservation, Training

CURRICULUM GUIDE

for the training of

ENERGY EXTENSION AGENTS

A WORKING PAPER

Section IV

Community Education
October 1979

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PROJECT EFFECT
Curriculum Guide for Training
ENERGY EXTENSION AGENTS

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Curriculum Guide For Training
ENERGY EXTENSION AGENTS

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PROJECT EFFECT
CURRICULUM GUIDE
INTRODUCTION

Objectives and Activities

The most critical problem facing mankind in the near future is making the best use of our precious energy resources. The problem is first to change the attitudes of people about energy use. Particularly in the United States, the idea of unlimited, inexpensive energy for all must give way to conservative, thoughtful use of limited energy resources. Once people become aware of the need for immediate action to prevent drastic hardship in the future, they require reliable and unbiased information upon which to act. As resources dwindle and technology advances, the public must be kept informed of new developments so that they can continue to use energy effectively.

In its effort to address the need for technically trained manpower and informed citizens, Project EFFECT developed objectives in the three basic areas of Curriculum Development, Training, and Community Education, as follows:

1. To create a comprehensive training program for adults without previous technical training, applicable to community energy conservation needs, and usable in other communities in a variety of regions.
2. To define the new occupational role of Energy Extension Agent and to provide training for this agent, who would become a new community resource.
3. To heighten community awareness of energy conservation.

Project EFFECT

Curriculum Guide: A Working Paper

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To meet these objectives, the project engages in the following major activities:

1. Production of a package of training materials on energy utilization and management, tested both with trainees and the community participants;
2. Selection and training of a team of Energy Extension Agents;
3. Placing the Energy Extension Agents in local agencies and organizations and businesses as energy utilization technicians;
4. Application of energy conservation techniques in the community through residential audits and community, neighborhood and agency workshops;
5. Establishment of a community resource file of people and agencies;
6. Promotion of community education about energy utilization through local, regional and national media emphasis;
7. Delivery of materials and workshops outside of the immediate project region.

Two additional major components in the area of technical assistance and curriculum evaluation and dissemination are:

1. Short term workshops, seminars, and institutes are conducted for technical personnel, utilities, public and governmental agencies, and include continuing education for Project graduates;
2. Regional and national conferences are conducted to evaluate the training program and to share curriculum development activities with others in the field.

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Curriculum Guide: A Working Paper

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An advisory committee made up of professionals from local business, industrial, educational and governmental institutions give valuable guidance in shaping the curriculum and in recruiting teaching staff from outside the university. In particular, much of the practical instruction in heating and cooling, insulation, and building codes is conducted with the help of community professionals in these fields.

The Project is funded by the U.S. Office of Education, Community Service and Continuing Education Branch, under a Title I grant.

Progress and Accomplishments

Since project start-up in October 1977, an eight-month curriculum has been developed and field-tested with two groups of trainees. The July 1978 class was entirely supported by three local CETA agencies (South Bend, St. Joseph County, and Elkhart County) and sixteen students were graduated. The 1979 class included some students funded by CETA (South Bend and St. Joseph County) but most class members were self-supporting. Ten were graduated in July 1979. Graduates are employed with governmental agencies, community action agencies, construction firms, architectural contracting firms and insulation contractors. Other placement opportunities are being developed in city-government, state energy offices, local industry and educational systems, and utilities.

In addition, Project EFFECT staff has conducted pilot two-day workshops for the South Bend Community School Corporation's physical plant superintendents and staff and for Indiana and Michigan Electric Company field representatives.

Additional activities include an energy curriculum evaluation workshop held in 1978. A small task force representing Federal offices, curriculum development and training programs and energy conservation experts was invited to conduct an intensive critique of the EFFECT curriculum. Second year revisions in the training program were based on their suggestions as well as on the lessons learned from the first training session.

Finally Project Staff is developing a series of workshops for the Indiana State Energy Group in five sites throughout Indiana. The workshops will enable local education agencies and hospitals to conduct energy audits of their facilities in order to qualify for Federal aid to institute energy-conserving changes.

ORGANIZATION OF CURRICULUM GUIDE

The curriculum materials are organized into four main sections and color coded as follows:

- Section I - General Background (gold)
- Section II - Technical Training (green)
- Section III - Energy Audit Preparation (buff)
- Section IV - Community Education (blue)

Each section contains general introductory materials and an overview of the total curriculum. Within each module are included objectives, resources and references, a class syllabus keying each session to the objectives, and evaluation materials such as final exams or descriptions of other evaluation strategies.

SUPPLEMENTARY MATERIALS

COMPETENCIES OF THE ENERGY EXTENSION AGENT

The Project EFFECT curriculum is designed to develop the technical and communication skills necessary to conduct an energy use survey and to explain the results of the survey to the general public. Upon completion of this eight month program, the Project EFFECT graduate can:

Conduct an energy use survey of a residential or light commercial structure, which includes:

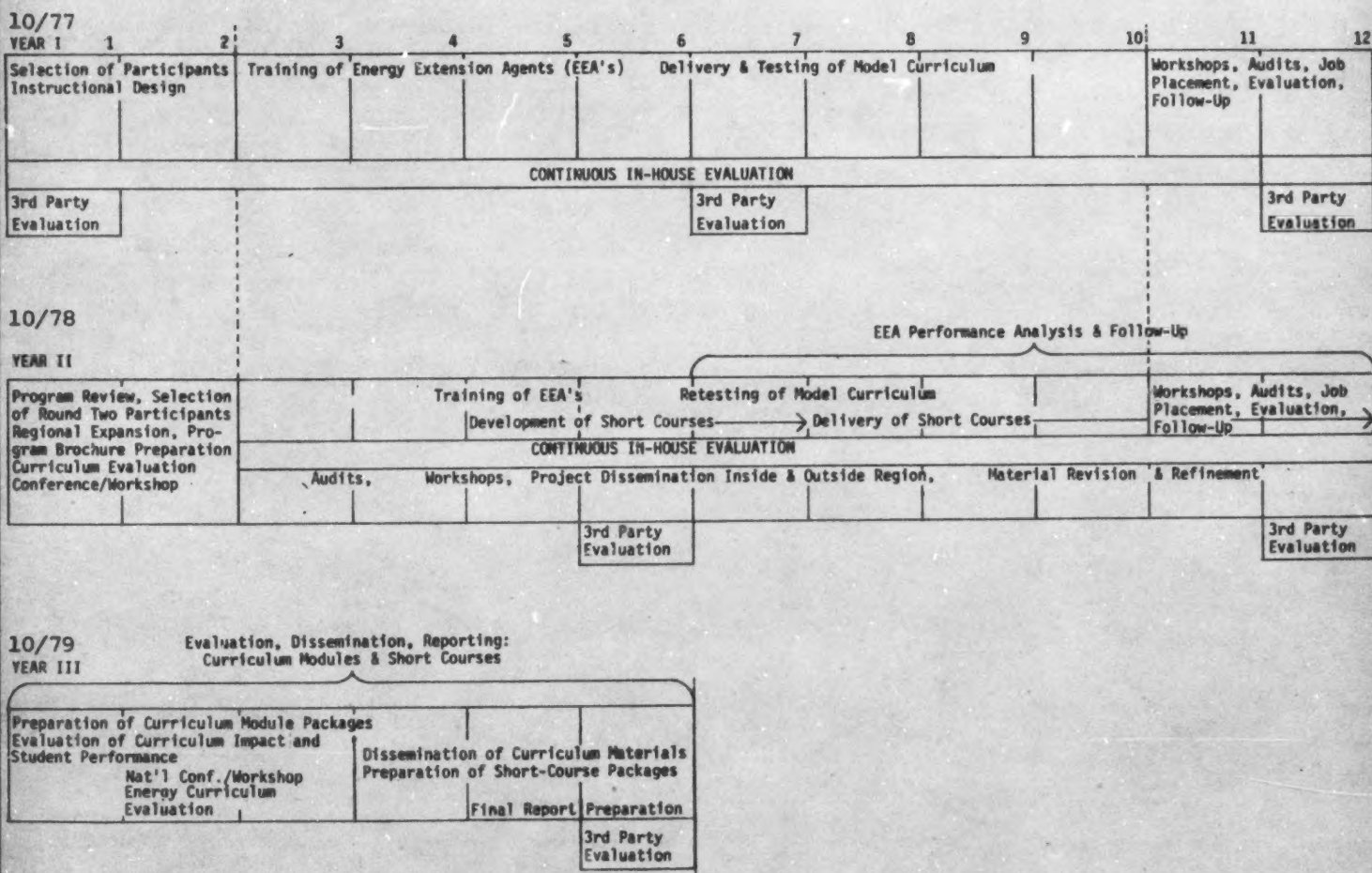
- a simple sketch of the structure, including plan and elevation views, showing all relevant details;
- an exact accounting of heat losses and heat gains due to infiltration and conduction through floors, ceilings, windows and walls;
- an analysis of existing insulation and ventilation and recommendations regarding the need for more or less of each;
- a full description of heating, cooling, hot water, lighting and appliance systems;
- a two year billing audit which considers fuel consumption and cost for space heating and cooling, domestic hot water, electrical equipment and other appliance systems;
- consultation with homeowner to recommend possible energy conservation opportunities, in order of priority, and the payback period on these investments.

Conduct an energy conservation workshop for community, professional and lay organizations, which includes:

- information on energy conservation methods (a breakdown of energy uses in the home, from largest to smallest, in terms of energy consumption and suggestions on how to cut down on usage);
- displays of different types of insulation with R-values on each and recommended usage according to specific need;
- displays of various types of weatherstripping and caulking and recommended usage of each;
- charts showing R-values on various materials and water usage in a typical home;
- general information on alternate energy sources;
- general discussions on energy related questions generated from the audience as a result of information presented.

PROJECT EFFECT

TIME LINE



PROJECT EFFECT
CORE CURRICULUM
DIDACTIC INSTRUCTION (6 MONTHS)

SECTION 1 - General Background

<u>Module</u>	<u>Hours</u>
Mathematics Review	17
Basic Writing	9.5
Energy Overview	68.5
Total	95

SECTION 2 - Technical Training

<u>Module</u>	<u>Hours</u>
Basic Graphics and Blueprint Reading	89
Building Materials	20.5
Electricity	14
Alternative Energy Sources (Solar and Wood)	24.5
Introduction to Cooling Systems	23
Introduction to Heating Systems	37
Insulation and Ventilation	18
Lighting Efficiency	20
Total	246

SECTION 3 - Energy Audit Preparation

<u>Module</u>	<u>Hours</u>
Energy Cost Calculations	16.5
Energy Use Survey: Procedure and Techniques	46
Total	62.5

SECTION 4 - Community Education

<u>Module</u>	<u>Hours</u>
How to Conduct Community Energy Education Projects; Small Group Dynamics; Use of media, etc.	97
Demography and Survey Skills	38
The Organization of State and Local Government	14
Total	149

PROJECT EFFECT

CORE CURRICULUM

PRACTICUM (2 MONTHS)

	<u>Hours</u>
SECTION I - Field Observations	24
SECTION II - Community Education (Workshops)	12
SECTION III - Energy Use Surveys	111
SECTION IV - Miscellaneous Activities	49
Independent Worktime	
Placement and Critique	Total
Testing and Graduation	<u>196</u>
	+ 6 month didactic
	<u>552.5</u>
	Complete Training Program =
	<u>748.5</u>

PROJECT EFFECT
MONTHLY HOURS OF PROGRAM CONTENT (1978 - 79)
DIDACTIC PHASE

MODULE	DEC	JAN	FEB	MAR	APR	MAY	TOTAL HOURS
AREA I - GENERAL BACKGROUND							
Mathematics Review	3	8	6				17
Basic Writing	3	5.5	1				9.5
Energy Overview	11	35.5	12.5	9.5			68.5
AREA II - TECHNICAL TRAINING							
Graphics and Blueprint Reading	9	34	24	22			89
Building Materials		6	13.5	1			20.5
Electricity			9	5			14
Alternative Energy Sources (Solar and Wood)			24.5				24.5
Introduction to Cooling Systems						23	23
Introduction to Heating Systems					37		37
Insulation and Ventilation				9	9		18
Lighting Efficiency				2.5	17.5		20
AREA III - ENERGY AUDIT PREP.							
Energy Cost Calculations					8.5	8	16.5
Energy Survey						46	46
AREA IV - COMMUNITY EDUCATION							
Community Education	46.5	8	4.5	5	15	18	97
Demography and Survey Skills		10.5	13.5	14			38
State and Local Government				4	10		14
TOTALS	72.5	107.5	108.5	72	97	95	552.5

PROJECT EFFECT
PRACTICUM HOURS PER WEEK (JUNE - JULY, 1979)

	1	2	3	4	5	6	7	8	Module totals
FIELD OBSERVATIONS	15	3	3						21
COMMUNITY EDUCATION (WORKSHOPS)		3	9						12
ENERGY USE SURVEYS	6	15	6	24	18	24	24	18	135
MISCELLANEOUS: INDEPENDENT WORKTIME	6	6	6	3	3	3			27
PLACEMENT ACTIVITIES	4		4	3		3	3		17
TESTING AND GRADUATION							1	12	13
TOTAL CLASS HOURS	31	30	28	30	21	30	28	18	225

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK # 1	11 ORIENTATION 9-10 Intro and greetings - staff 10-12 Group Intro (Mosel) 12-1 Lunch 1-2:30 Logistics 2:30-4 Reception	12 9-12 Report Writing 11-12 Library Tour 1-2 Energy Pre-Test 2-4 Team Building (Mosel)	13 9-10:30 Algebra Review 10:30-12 Energy Overview 1-3:30 Energy Overview (Term Search)	14 9-12 Study Skills 1-4 Time Management Skills (Mosel)	15 9-11 Energy Overview 11-12 Community Education 1-3 Evaluation
WEEK # 2	18 9-12 Basic Graphics and Blueprints 1-2:30 Report Writing 2:30-4 Worktime	19 9-12 TABE TESTING at Goodwill Indust. 1-4 Energy Overview (Slide show)	20 9-12 Basic Graphics and Blueprints 1-2:30 Algebra 2:30-4 Worktime	21 9-10:30 Study Skills 10:30-12 Report Writing 1-3:00 Energy Overview	22 9-11 Basic Graphics and Blueprints 11-12 Comm. Ed. 1-3 Evaluation
WEEK # 3	25 CHRISTMAS	26 BREAK	27 ALL	28 WEEK	29 !!!
WEEK # 4	1 NEW YEARS DAY	2 9-10:30 Algebra Review 10:30-12 Report Writing 1-4 Energy Overview	3 9-11 Basic Graphics and Blueprints 11-12 Algebra 1-3 Energy Overview 3-4 Worktime	4 DAT TESTING ALL DAY	5 9-11 Basic Graphics and Blueprints 11-12:30 Demography 1:30-3:30 Evaluation

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK # 5	8 9-11 Basic Graphics 11-12:30 Bldg. Mats. 1:30-3 Energy Over-view 3-4 Worktime	9 9-12 Energy Over-view (Twin Branch field trip) 1-2:00 Algebra 2:00-4 Comm. Ed.	10 9-11 Basic Graphics 11-12 Report Writing 1-3 Energy Overview 3-4 Worktime	11 9-12 Building Mats. 1-4 Demography	12 9-11 Basic Graphics 11-12:30 Demography 1:30-3:30 Evaluation
WEEK # 6	15 9-11 Basic Graphics Class dismissed after graphics	16 9-12 Energy Over-view 1-2:30 Algebra 2:30-4 Comm. Ed.	17 9-11 Basic Graphics 11-12 Report Writing 1-3 Energy Overview 3-4 Worktime	18 9-4 Energy Overview (Field trip to Cook Nuclear Plant)	19 9-11 Basic Graphics 11-12:30 Comm. Ed. 1:30-3:30 Evaluation
WEEK # 7	22 9-11 Basic Graphics 11-12:30 Worktime 1:30-3 Energy Over-view 3-4 Worktime	23 9-12 Energy Over-view 1-2:30 Algebra 2:30-4 Comm. Ed.	24 9-11 Basic Graphics 11-12 Report Writing 1-3 Energy Overview 3-4 Worktime	25 9-4 Energy Overview 1-4 Demography	26 9-11 Basic Graphics 11-12:30 Demography 1:30-3:30 Evaluation
WEEK # 8	29 9-11 Basic Graphics 11-12:30 Bldg. Mats. 1:30-3 Energy Over-view 3-4 Worktime	30 9-12 Energy Over-view 1-2:30 Algebra 2:30-4 Comm. Ed.	31 9-11 Basic Graphics 11-12 Report Writing 1-3 Energy Overview 3-4 Worktime	1 9-4 Building Materials (Slide Show Presentation)	2 9-11 Basic Graphics 11-12:30 Demography 1:30-3:30 Evaluation

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK # 9	5 9-11 Graphics 11-12:30 Bldg. Mats. 1:30-3:00 Energy Overview 3-4 Worktime	6 9-12 Energy Overview 11-12:00 Report Writing 1-2:30 Algebra 2:30-4 Comm. Ed.	7 9-11:00 Graphics 11-12 Electricity 1-3 Energy Overview (Solar)	8 9-12 Bldg. Mats. FIELD TRIP 1-4 Demography	9 9-11 Graphics 11-12:30 Demography 1:30-3:30 Evaluation
WEEK # 10	12 9-11 Graphics 11-12:30 Electricity 1:30-3 Energy Overview (solar) 3-4 Worktime	13 9-12 Energy Overview (solar) 1-2:30 Algebra 2:30-4 Comm. Ed.	14 9-11 Graphics 11-12:30 Electricity 1-3 Energy Overview (solar) 3-4 Worktime	15 SOLAR FIELD DAY (Rock Solar Home)	16 9-11 Graphics 11-12:30 Demography 1:30-3:30 Evaluation
WEEK # 11	19 9-11 Graphics 11-12:30 Electricity 1:30-3 Energy Overview (Solar) 3-4 Worktime	20 9-12 Energy Overview (solar) 1-2:30 Algebra 2:30-4 Demography	21 9-11 Graphics 11-12 Electricity 1-3 Energy Overview (Solar) 3-4 Worktime	22 9-12 Bldg. Mats. (Exam) 1-4 Demography	23 9-11 Graphics 11-12:30 Demography 1:30-3:30 Personal Interviews - Career Planning
WEEK # 12	26 9-11 Graphics 11-12:30 Electricity 1:30-3 (Wood) 3-4 Worktime	27 9-12 Energy Overview (Solar quiz) 1-2:30 Algebra (Exam) 2:30-4 Comm. Ed.	28 9-11 Graphics 11-12 Electricity 1-3 Energy Overview 3-4 Worktime	1 FIELD DAY (Baillly Power Plant)	2 9-11 Graphics 11-12:30 Demography 1:30-3:30 Evaluation

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK # 13	5 *****	6 *****	7 *****	8 *****	9 *****
WEEK # 14	12 9-11 Graphics 11-12:30 Electricity 1:30-3 Energy Over- view	13 9-12 Energy Over- view 1-2 Comm. Ed. 2-4 Demography	14 9-11 Graphics 11-12 Electricity 1-3 Energy Overview (Hard-Soft Debate)	15 FIELD DAY GRAPHICS	16 9-12 Graphics SOUTH BEND ENERGY DAYS (SCOTTSDALE MALL)
WEEK # 15	19 9-11 Graphics 11-13:30 Electricity 1:30-3 Demography	20 8-11 Insulation 12-2 Energy Over- view (final test) 2-4 Comm. Ed.	21 9-11 Graphics 11-12 Electricity (Exam) 1-3 State & Local Government	22 9-12 Insulation 1-4 Demography	23 9-12 Graphics 1-2 Job Readiness 2-3 Evaluation
WEEK # 16	26 9-11 Graphics 11-12:30 Lighting Demography cancelled	27 9-12 Insulation 1-2 Energy Overview 2-4 Comm. Ed.	28 9-11 Graphics 11-12 Lighting 1-3 State & Local Government	29 FIELD DAY (GRAPHICS)	30 9-12 Graphics 1-3 Evaluation

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK #17	2 9-11 Heating 11-12:30 Lighting 1:30-3 Cost Calculations	3 9-12 Insulation (Field trip) 1-4 Insulation	4 9-11 Heating 11-12 Lighting 1-4 Communications Skills (Mosel)	5 9-12 Insulation (Exam) 1-3 State & Local Government	6 9-12 Heating 1-3:00 Resume Writing
WEEK #18	7 9-11 Heating 11-12:30 Lighting 1:30-3 Cost Calculations	8 9-12 Heating 1:30-4 State & Local Government (Public Safety Hearing)	9 9-11 Heating 11-12 Lighting	10 HEATING FIELD DAY	11 9-12 Heating GOOD FRIDAY AFT. FREE
WEEK #19	16 9-10 Worktime 10:30-12 Lighting 1-3 Cost Calculations	17 9-12 Heating 1-4 Communication Skills (Mosel)	18 9-11 Heating 11-12 Lighting 1-3 State & Local Government	19 LIGHTING ANALYSIS SURVEY	20 9-12 Heating 1-3 Resume Writing
WEEK #20	23 9-11 Heating 11-12:30 Lighting 1:30-3 Cost Calculations	24 9-12 Building Codes 1-4 Comm. Ed.	25 9-11 Heating 11-12 Lighting 1-3 State & Local Government	26 HEATING FIELD DAY	27 9-12 Heating 1-3 Evaluation

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK # 21	30 9-11 Heating 11-12:30 Lighting (Test) 1-3 Cost Calcula- tions	1 9-12 Building Codes 1-4 Comm. Ed.	2 9-12 Heating 1-3 Energy Surveys	3 9-12 Cost Calcula- tions 1-4 Comm. Ed.	4 9-12 Heating 1-3 Evaluation
WEEK # 22	7 9-12 Heating (exam) 1-3 Cost Calcula- tions	8 9-12 Bldg. Codes 1-4 Comm. Ed.	9 9-12 Cooling 1-3 Energy Surveys	10 9-12 Cost Calcula- tions 1-4 Comm. Ed.	11 9-12 Cooling TO BE ANNOUNCED
WEEK # 23	14 9-12 Cooling 1-3 Energy Surveys	15 9-12 Energy Survey 1-4 Comm. Ed.	16 9-12 Cooling 1-3 Energy Surveys	17 9-12 Energy Surveys 1-4 Comm. Ed.	18 9-12 Cooling 1-3 Evaluation
WEEK # 24	21 9-12 Energy Surveys 1-3 Cooling (exam)	22 ENERGY SURVEYS	23 ENERGY SURVEYS	24 ENERGY SURVEYS	25 NO CLASSES

MAY 31 THROUGH JUNE 22

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK # 25	28 MEMORIAL DAY	29 ENERGY USE SURVEY 1-4	30 9-4 COOLING	31 WRAP-UP	1 ORIENTATION TO PRACTICUM
WEEK # 26	4 TEAM A - SUPERVISED AUDIT TEAM B - OBSERVATIONS	5 TEAM A - OBSERVATIONS TEAM B - SUPERVISED AUDIT	6 TEAM A - WORKTIME TEAM B - OBSERVATIONS	7 TEAM A - OBSERVATIONS TEAM B - WORKTIME	8 NORTHERN INDIANA PUBLIC SERVICE CO. (GAS) WORKSHOP (ALL) BROWN BAG LUNCH JOB READINESS
WEEK # 27	11 TEAM A - COMPUTER INSTRU- TION TEAM B - SUPERVISED AUDIT	12 TEAM A - SUPERVISED AUDIT TEAM B - COMPUTER INSTRU- TION	13 TEAM A COMPUTER INSTRU- TION TEAM B - WORKTIME	14 TEAM A - WORKTIME TEAM B - COMPUTER INSTRUCTION P.M. - DEMO AND PRACTICE DELIVERING AUDIT TO CLIENT	15 INDIANA & MICHIGAN WORKSHOP (ELECTRIC CO.) DRESS REHEARSAL - ENERGY CONSERVATION WORKSHOPS
WEEK # 28	18 SEMI-SUPERVISED AUDITS (in teams)	19 OPTIONAL OBSERVA- TION - TEAMS A & B WORKTIME	20 WORKTIME DRESS REHEARSAL - ENERGY CONSERVATION WORKSHOPS	21 TEAM A - WORKSHOP AT "ACTION, INC" TEAM B - WORKSHOP AT "ACTION, INC." (evening)	22 CATCH-UP BROWN BAG LUNCH JOB READINESS

JUNE 25 THROUGH JULY 20

PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK #29	25 START - ASSESSMENT OF AUDIT PERFORMANCE SEMI-SUPERVISED AUDITS	26 SEMI-SUPERVISED AUDITS	27 SEMI-SUPERVISED AUDITS	28 SEMI-SUPERVISED AUDITS	29 WORKTIME JOB READINESS
WEEK #30	2 INDEPENDENT AUDIT ASSESSMENT	3 INDEPENDENT AUDIT ASSESSMENT	4 INDEPENDENCE DAY NO CLASSES	5 INDEPENDENT AUDITS	6 WORKTIME JOB READINESS
WEEK #31	9 INDEPENDENT AUDITS	10 INDEPENDENT AUDITS	11 INDEPENDENT AUDITS	12 INDEPENDENT AUDITS	13 WORKTIME JOB READINESS
WEEK #32	16 INDEPENDENT AUDITS	17 INDEPENDENT AUDITS	18 INDEPENDENT AUDITS	19 INDEPENDENT AUDITS	20 ENERGY POST-TEST JOB READINESS

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PROJECT EFFECT - CURRICULUM CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK # 33	23 INDEPENDENT AUDITS	24 INDEPENDENT AUDITS	25 INDEPENDENT AUDITS	26 DIFFERENTIAL APTITUDE TEST (DAT'S) ALL DAY	27 GRADUATION!!!
WEEK #					
WEEK #					
WEEK #					

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SECTION 4 - COMMUNITY EDUCATION COMPONENT
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INTRODUCTION - SECTION IV

Community Education Component

MODULES:

Regional Demography

State and Local Government

Community Education

Neighborhood Workshops (Practicum)

Miscellaneous Activities (Practicum)
(Placement, Critique)

The over-all objective of this component is to enable the students to deliver energy conservation information to the public. Through a combination of learning experiences involving 1) personal growth; 2) "hands-on" group dynamics and public relations workshops, and 3) academically oriented background studies, the students are enabled to design and deliver an energy education workshop. Many of the activities are coordinated with work in the technical areas so that students have the expertise necessary to give correct information and answer questions appropriately. The "personal growth" aspects of this section are included to help students view themselves and their interactions in a group objectively before they give public presentations.

Some Practicum activities are integrated throughout the program, while others are concentrated toward the end of the training. Regular critique sessions give students the opportunity to practice groupwork and communications skills while contributing substantially to the manner in which the program is developed and presented. Placement activities enable students to identify and follow up their special job-interests in the energy field. Neighborhood workshops are presented at the end of the Community Education module and demonstrate all of the Community Education skills that have been developed to that point.

REGIONAL DEMOGRAPHY

38 HOURS

Delivery of energy conservation information at a grass roots level requires the ability to interpret community needs and to determine the type of population (economically, educationally, socially and politically) being served.

Students are trained to analyze the components of communities and neighborhoods -- particularly with respect to lines of communication, sources of power and influence and needs assessment -- to enable them to design intervention strategies appropriate for the community.

Complementing the module "State and Local Government", this module provides a basis for the design of workshops in the "Community Education" module.

The module is taught in a combined lecture-discussion format in which the students learn terminology, how to use census tracts to retrieve various kinds of data and how to interpret the data with energy conservation goals in mind. Students learn survey skills by participating in the design and administration of a community survey questionnaire.

PRE-REQUISITES: N.A.

COGNITIVE SKILLS:

Reading and writing level: 8th grade

Math level: Ability to read tables, percentages, figure averages and do basic work with numbers

Dexterity: N.A.

Spatial Orientation: Ability to understand maps, diagrams

Other: Oral communication skills, ability to persuade, inductive and deductive reasoning, ability to place oneself in another's role (empathy, sensitivity to people)

REGIONAL DEMOGRAPHY

OBJECTIVES

- 1) Analyze census data especially as it relates to neighborhood composition.
- 2) Identify neighborhoods for energy education programs.
- 3) Discuss participation in community and neighborhood organization decision-making.
- 4) Analyze a community's energy awareness.
- 5) Identify mediating institutions within a community.

RESOURCES

HANDOUTS

- 1) "Project Effect Rum Village Survey"
- 2) "Neighborhood/Community Organization - What to Look for in Groups"
- 3) "Maps of existing land use for Community Development Program in South Bend, Indiana"
- 4) "Maps of Census Tracts for South Bend, Indiana"

BOOKS AND REFERENCES

- 1) The 1970 Census and You, U.S. Department of Commerce, Bureau of the Commerce, Washington, D.C.
- 2) Factfinder for the Nation Series, on "Housing Statistics", "Minority Statistics", "Construction Statistics", "Geographic Tools", and "Population Statistics", U.S. Department of Commerce, Bureau of the Census, Washington, D.C.

DEMOGRAPHY SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
1	1½	1,5	Goals and objectives of module. Statement of the problem - Complexity of urban communities - Variety of perceptions - Need for data and survey - Handout maps
2	3	1	Use of census data and maps (in library)
3	1½	1	Quiz #1
4	3	2	Housing patterns - Neighborhood deterioration and assessment of housing values - Focus on target neighborhood
5	1½	2,4,5	Politics of neighborhood organizations - Neighborhood planning simulation - Need assessment in small groups - Quiz #2
6	1½	3	Neighborhood Newsletter
7	3	4	Choice of a community - Sample design - Questionnaire development (role playing in small groups to design questionnaire)
8	1½	2,4,5	Neighborhood awareness - Gather information on mediating institutions in community - Community data - On site inspection (Include question on mediating institution in survey) - Final instrument design and sample selection - Quiz #3
9	1½	2,4,5	Same as Session 8
10	1½	2,4,5	Work on questionnaires - Write 20-25 questions - Demonstration on taking random sample
11	3	2,4,5	Same as Session 10
12	1½	2,4,5	Same as Session 11

DEMOGRAPHY SYLLABUS - PAGE 2

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
13	1½	2,4,5	Same as Session 12
14	2	2,4,5	Same as Session 13
15	1½	4	Revision of questionnaires - Discussion of data analysis - Prepare analysis of community energy awareness, extent of mediating institution, and best methods for community education
16	3	4	Same as Session 15
17	6	4	Community survey - Field trip (Used as evaluation of module - in lieu of final exam)

- _____ 1. One of the lowest income portions of South Bend is in
 1. the southeast neighborhood
 2. Clay Township
 3. Mishawaka
 4. the far south side of town

- _____ 2. The oldest housing in South Bend is likely to be found in the
 1. near west side
 2. suburbs
 3. north side
 4. far south side of town

- _____ 3. Household size in South Bend is
 1. increasing
 2. decreasing
 3. staying the same

- _____ 4. Which of the following is probably most important in determining the value of homes?
 1. the kind of roofing material
 2. the color of the house
 3. the quality of the neighborhood
 4. the kind of heating system in the house

- _____ 5. Which of the following is least likely to make a difference in whether an owner is likely to rehabilitate a house?
 1. the quality of the neighborhood
 2. owner occupied or renter occupied
 3. the availability of loans
 4. the size of the house

- _____ 6. External effects are more likely to have an impact on the decision to reinvest of
 1. the elderly.
 2. absentee landlords.
 3. renters.
 4. households with children.

- _____ 7. The group which is most likely to change residences in any year is
 1. renters who are elderly.
 2. renters who are young adults.
 3. home owners who are elderly.
 4. home owners who are young adults.

- _____ 8. Household heads who were single, widowed, or divorced were more likely than married couples to
 1. be home owners.
 2. to have children.
 3. to be younger adults.
 4. to be renters.

_____ 9. The reason that lending institutions are reluctant to make loans to people in deteriorating neighborhoods is

1. that bankers are insensitive to the needs of people in low income neighborhoods.
2. because the housing is usually old.
3. that they are afraid that the risks are too high in those areas because the neighborhood is deteriorating.
4. that bankers don't know what is going on in those neighborhoods.

_____ 10. The best way to get people to fix up deteriorating neighborhoods is

1. to allow the market system to work without any interference from government.
2. for the government to provide more severe penalties for code violations.
3. through cooperative efforts or programs where everyone is required to participate.
4. to fix up demonstration blocks or homes so that people can see the advantage of rehabilitating their home.

- _____ 1. For which of the following units would it not be possible to obtain data from the census?
- a. counties
 - b. blocks
 - c. census tracts
 - d. individual households
 - e. unincorporated areas
- _____ 2. Census tracts have approximately _____ people in them.
- a. 500
 - b. 1000
 - c. 4000
 - d. 10,000
 - e. 15,000
- _____ 3. Information on the incomes of households can be found in the
- a. Urban Census
 - b. Census of Business
 - c. Census of Housing
 - d. Census of the Population
 - e. Census of Governments
- _____ 4. The Bureau of the Census categorizes a city of at least 50,000 and the adjacent counties which are socially and economically tied to that city as
- a. incorporated place
 - b. urbanized area
 - c. SMSA
 - d. Metropolis
 - e. unincorporated place
- _____ 5. The median income for a census tract would be
- a. the same as the average
 - b. the point where half the incomes were above and half above
 - c. what most families make in income
 - d. the income occurring most frequently
 - e. the highest income in the tract
- _____ 6. Information on migration or the frequency of moves and where people are moving can be found in the
- a. The Mobility Census
 - b. Special Subjects Volume of the Census
 - c. Census of Housing
 - d. Census of the Population
 - e. Census of Governments

- _____ 7. Which of the following is likely to be most useful in doing energy audits or identifying target neighborhoods for energy education programs?
- a. age of housing structures
 - b. persons per room
 - c. % of units with complete kitchen facilities
 - d. average contract rent
 - e. marital status
- _____ 8. The term which refers to whether a housing is renter or owner occupied is
- a. mean value
 - b. housing tenure
 - c. family status
 - d. occupancy
 - e. ownership status
- _____ 9. For which kind of census data is a detailed street map provided and also necessary?
- a. Special Subjects
 - b. block data
 - c. general population characteristics
 - d. general housing characteristics
 - e. census tract data
- _____ 10. Which census is likely to provide the best and most detailed information about the quality of housing in various urban neighborhoods?
- a. Census Tract Data
 - b. General Population Characteristics
 - c. Block Data
 - d. Special Subjects
 - e. Census of Neighborhoods

DEMOGRAPHY
IUSB-Project EFFECT

Quiz #3

1. The estimated value of a population derived by taking a sample is called a/an
 - a. parameter
 - b. estimate
 - c. statistic
 - d. hypothesis
2. A sample which inadvertently but systematically excludes a segment of the population being studied is
 - a. imprecise
 - b. inaccurate
 - c. stratified
 - d. biased
3. What two of the following factors affect the precision of a sample
 - a. the statistics and the parameters
 - b. the sample size and variability of the population
 - c. the sample size and the standard error
 - d. the standard deviation and the mean
4. The following formula is used to calculate

$$S = \sqrt{\frac{\sum_{i=1}^N (\bar{x} - x_i)^2}{N-1}}$$

- a. the standard error of a sample
 - b. the mean of a sample
 - c. whether a sample is biased
 - d. the size of a sample
5. A sample where every member of a population has an equal chance of being selected is called
 - a. a stratified sample
 - b. a uniform sample
 - c. a simple random sample
 - d. a lottery sample
6. In proportionate stratified sampling in the population
 - a. an equal number of all groups is selected
 - b. the population is divided into groups which are important to the question being asked and a sample is selected proportionate to the size of the group
 - c. the sample is selected from clusters to save time and money
 - d. two samples are selected; Where a sample of groups is selected then a sample is selected from each of those groups proportionate to the size of the group

Demography - Quiz #3
Page 2

7. A scale where one can identify the rank of an item with respect to others is called
 - a. a nominal scale
 - b. an ordinal scale
 - c. an interval scale
 - d. a ratio scale
8. A series of questions where a respondent is asked to say whether he strongly agrees, agrees, is uncertain, disagrees, or strongly disagrees, is
 - a. a Semantic differential
 - b. a Gullman scale
 - c. a Thurston scale
 - d. a Likert scale
9. A procedure in sampling where you start with some specific questions on a single topic and eventually lead to a single general question designed to elicit an opinion on the topic is
 - a. an inverted funnel
 - b. a funnel
 - c. deductive reasoning
 - d. a Semantic differential
10. The following term which refers to a flawed sample design or procedure rather than the final result is
 - a. precision
 - b. accuracy
 - c. bias
 - d. randomness

FINAL EVALUATION

Number _____

Regional Demography

Address _____

4-13

PROJECT EFFECT RUM VILLAGE SURVEY

March - April, 1979

Interviewer: _____

Date of Interview _____

Time Interview begins _____

Hello. I am a public opinion survey interviewer from Indiana University at South Bend. My name is _____.

I would like to ask your opinions about your neighborhood. The University is doing this public opinion survey in this area and your house was chosen by chance. It is one of several hundred houses our interviewers will be visiting.

Your answer to these questions will be kept strictly confidential. Could I take about 20 minutes of your time to ask you these questions?

Thank you.

((Interviewer Note: if the person at the door is hesitant you can assure him/her that this is not one of the political surveys they may have read about that the candidates for mayor are doing. It will not be used for any political purpose.

Only interview the person who answers the door if that person is the head of the household. If the head of the household is not available then interview the spouse. If neither the head of the household or spouse are available then ask when they will return and arrange to come back then.))

Before we begin, I would like to ask if you are the head of the household?

yes _____ 1

no _____ 2

((if respondent answers "no", ask if head of household is available))

((if head of house is not available interview spouse. Is this interview with.....))

head of household _____ 1

spouse of head _____ 2

First of all, I would like to ask you some background questions about this house.

1. How long has your family lived at this address?

DO NOT READ RESPONSES less than 1 year _____ 1
less than 10 years _____ 2
10 years or more _____ 3
D.K. _____ 4

2. Are you renting this home, or do you own it?

rent _____ 1
own (includes buying it on land contract) _____ 2
D.K./NA _____ 3

3. About how old is this house?

less than 1 year _____ 1
more than 1 year, less than 25 years _____ 2
more than 25 years _____ 3
D.K. _____ 4

4. How many people live in your household?

live alone _____ 1
2 _____ 2
3 _____ 3
4 _____ 4
5 _____ 5
6 _____ 6
more than 6 _____ 7
D.K. _____ 8

5. Do you have any children, under age 18 living at home?

IF NO, GO TO PAGE 3, QUESTION 11

yes _____ 1

no _____ 2

6. How many _____

IF ANY CHILDREN LIVE AT HOME, ASK QUESTIONS 7-10

7. Do any of them attend an elementary school?

yes _____ 1

no _____ 2

8. Do any of them attend a middle school (or are in grades 7, 8 or 9)?

yes _____ 1

no _____ 2

9. Do any of them attend a high school

yes _____ 1

no _____ 2

10. Are any of those schools private or church related schools?

yes _____ 1

no _____ 2

ASK OF EVERYONE

11. Do you think of yourself as living in a particular neighborhood of South Bend?

yes _____ 1

no _____ 2

D.K. _____ 3

12. Does this neighborhood have a name?

yes _____ 1

no _____ 2

D.K. _____ 3

13. What is its name?

not have a name _____ 1

14. Can you tell me what the boundaries are of this neighborhood? That is, what streets, parks, railroads, or anything else separates this neighborhood from other neighborhoods around it?

15. How long have you lived in this neighborhood?

less than 1 year _____ 1
more than 1 year, less than 10 years _____ 2
10 years or more _____ 3
D.K. _____ 4

16. Do most of your relatives live in this neighborhood?

((this includes spouse's relatives))

yes _____ 1
no _____ 2
D.K. _____ 3

17. Do most of your friends live in this neighborhood?

yes _____ 1
no _____ 2
D.K. _____ 3

18. What clubs, unions, fraternal organizations or other groups do you belong to?

LIST:

19. Which ones are located in this neighborhood or have most of their members in this neighborhood?

((check off those in the neighborhood))

20. Do you know if there is a neighborhood organization in this area?

yes _____ 1

no _____ 2

D.K. _____ 3

21. What is its name?

22. Do you attend a church in this neighborhood?

yes _____ 1

no _____ 2

D.K. _____ 3

IN THE PAST YEAR HAVE YOU DONE ANY OF THE FOLLOWING WITH THE PEOPLE LIVING AROUND HERE?

23. Visit in their homes

yes _____ 1

no _____ 2

D.K. _____ 3

24. Ask their teenagers to baby-sit for your children

yes _____ 1

no _____ 2

D.K. _____ 3

25. Borrow or lend things

yes _____ 1

no _____ 2

D.K. _____ 3

26. Go out together

yes _____ 1

no _____ 2

D.K. _____ 3

27. Do you think that this neighborhood is changing for the better, or for the worse, or staying about the same?

better _____ 1

worse _____ 2

same _____ 3

D.K. _____ 4

Now I would like to ask your opinion on any problems that may exist in this neighborhood. Which of the following do you think are big problems for this neighborhood, somewhat a problem for this neighborhood, or not a problem at all?

READ RESPONSE CATEGORIES AFTER EACH QUESTION

28. Upkeep of house and buildings

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

29. Lack of public transportation

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

30. Junkyards

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

31. Traffic and parking

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

32. High utility rates

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

33. Upkeep of vacant lots

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

34. Snow removal

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

35. Quality of public schools

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

36. Lack of recognition by city government

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D. K. _____ 4

37. Industries in the neighborhood

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

38. Street and sidewalk maintenance

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

39. Trash and sanitation

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

40. Crime and lack of police protection

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

41. Parks and recreation.

big problem _____ 1
somewhat of a problem _____ 2
not a problem at all _____ 3
D.K. _____ 4

Now I want to ask if you have done any of the following things in the past two years about any of the problems we have just been talking about.

42. Have you in the past two years contacted a city councilman
- yes _____ 1
no _____ 2
D.K. _____ 3
43. Contacted the mayor
- yes _____ 1
no _____ 2
D.K. _____ 3
44. Written to the South Bend Tribune
- yes _____ 1
no _____ 2
D.K. _____ 3
45. Contacted an appointed official of the city
- yes _____ 1
no _____ 2
D.K. _____ 3
46. Contacted a neighborhood organization
- yes _____ 1
no _____ 2
D.K. _____ 3
47. Contacted any other organization, group or church
- yes _____ 1
no _____ 2
D.K. _____ 3
48. Contacted a lawyer or local aid
- yes _____ 1
no _____ 2
D.K. _____ 3
49. Contacted any powerful people in the city
- yes _____ 1
no _____ 2
D.K. _____ 3
50. Contacted the individual or group causing the problem
- yes _____ 1
no _____ 2
D.K. _____ 3

51. Other action

yes _____ 1

no _____ 2

D.K. _____ 3

What was the other action?

LIST:

PROBE: Anything else?

52. In the past two years have you attended any meetings in this neighborhood that have worked on solving any of the problems we talked about?

yes _____ 1
no _____ 2
D.K. _____ 3

IF YES ASK:

IF NO SKIP TO NEXT PAGE QUESTION 57

53. About how often do you attend such meetings? Do you attend about every week, once a month, once every couple months, or a couple times a year, or less often?

every week _____ 1
once a month _____ 2
once every couple months _____ 3
a couple times a year _____ 4
less often _____ 5
D.K. _____ 6

54. Are these meetings of the neighborhood organization, or are they other meetings?

neighborhood organization _____ 1
other meetings _____ 2
both _____ 3
D.K. _____ 4

55. Would you tell me what sorts of neighborhood problems are talked about in these meetings?

LIST:

PROBE: Can you tell me more about that? Any others?

56. At any of these meetings has anyone ever talked about the Community Development program in South Bend?

yes _____ 1
no _____ 2
don't know what CD is _____ 3
D.K./N.A. _____ 4

ASK OF EVERYONE:

Now I'm going to ask some questions about the neighborhood organization in this area - the Rum Village Neighborhood Association

57. Are you a member of this organization?

yes _____ 1
no _____ 2
D.K. _____ 3

IF NO SKIP TO NEXT PAGE, QUESTION 60

IF YES ASK:

58. How long have you been a member?

one year or less _____ 1
more than one year less than 3 years _____ 2
three years or more _____ 3
D.K./N.A. _____ 4

59. Now I'm going to read three reasons people often give for joining neighborhood organizations, and I would like you to tell me which one is closest to the reason you joined.

READ THE THREE RESPONSES:

Because I feel that I should do what I _____ 1
can to improve the neighborhood

Because I want to protect my _____ 2
investment in my home

Because my friends are members _____ 3
of the neighborhood organization

(If the respondent gives other reasons write down what they are:)

other _____ 4

(If the respondent refuses to choose one response and says all three,)
indicate that here.....

all three _____ 5
D.K./N.A _____ 6

ASK OF EVERYONE:

60. Is your spouse a member of the neighborhood organization?

yes _____ 1
no _____ 2
D.K. _____ 3

In your opinion which of the following are threats to the quality of life in this neighborhood?

61. Absentee landlords not maintaining their properties

yes _____ 1
no _____ 2
D.K. _____ 3

62. Undesirable residents in neighborhood

yes _____ 1
no _____ 2
D.K. _____ 3

63. Banks refusing loans for homes in this neighborhood

yes _____ 1
no _____ 2
D.K. _____ 3

64. Business and industry in the neighborhood

yes _____ 1
no _____ 2
D.K. _____ 3

65. Real estate agents not showing good families homes in this neighborhood

yes _____ 1
no _____ 2
D.K. _____ 3

66. City government not maintaining streets, curbs and parks

yes _____ 1
no _____ 2
D.K. _____ 3

67. City government decisions on zoning or housing that have harmed the neighborhood

yes _____ 1
no _____ 2
D.K. _____ 3

68. Now, when the source of the problem is other residents or businesses in the neighborhood does the neighborhood organization try to solve the problem by

contacting the source of
the problem _____ 1
or by contacting the city
government to bring pressure
on the source of the
problem _____ 2
D.K. _____ 3

69. How successful do you think this organization has been in dealing with neighborhood problems?

successful _____ 1
partly successful _____ 2
unsuccessful _____ 3
D.K. _____ 4

70. Now, I would like your opinion on what you think a neighborhood organization can do for you that you can't do yourself?

PROBE: Anything else?

Now I would like to read you some statements that are sometimes said about neighborhood organizations. For each one I would like you to tell me whether you strongly agree with it, agree somewhat, disagree somewhat, or strongly disagree with it.

PLEASE LOOK AT CARD #1

After I read each statement, tell me which number comes closest to your opinion on it.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u> <u>Somewhat</u>	<u>Uncertain</u>	<u>Disagree</u> <u>Somewhat</u>	<u>Strongly</u> <u>Disagree</u>
71. A neighborhood usually gets more services and programs if it has a strong neighborhood organization.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
72. Neighborhood organizations only help some of the residents of a neighborhood, not all.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
73. Neighborhood organizations should be consulted before the city starts any programs, widens any streets, or makes any zoning changes in the neighborhood.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u> <u>Somewhat</u>	<u>Uncertain</u>	<u>Disagree</u> <u>Somewhat</u>	<u>Strongly</u> <u>Disagree</u>
74. Neighborhood organizations are selfish, they want more for their own areas than is best for the city as a whole.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
75. We don't need neighborhood organizations since looking out for the interests of neighborhoods is part of the job of elected officials.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
76. Active neighborhood organizations in other parts of South Bend have been successful in getting more than their share of city services, so this neighborhood has not been receiving its share.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
77. Neighborhood organizations should be given a budget by the city government to spend on neighborhood improvement activities.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
78. With police department assistance, neighborhood organizations should organize volunteer, unarmed patrols of the neighborhood to help reduce neighborhood crime.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

THANK YOU

Take back the card.

79. I would like to know how you find out what is going on in this neighborhood? Which of the following would you say is your most important source of information about this neighborhood?

READ RESPONSES:

talking with people who live around here	_____	1
talk at neighborhood associations, church, or other organizations	_____	2
newspaper, <u>The South Bend Tribune</u>	_____	3
neighborhood newsletter	_____	4
other - what?	_____	5
D.K./N.A.	_____	6

80. Now let's suppose that some of the people living around here were making so much noise at night that you couldn't get to sleep. Do you think it would do any good to call them up and ask them to keep quiet, or would you probably have to call the police?

call neighbors	_____	1
police	_____	2
D.K./N.A.	_____	3

81. Do you have any intention of moving out of this neighborhood in the next year or two?

yes	_____	1
no	_____	2
D.K./N.A.	_____	3

82. Which of the following is most important for you in making a decision to stay in this neighborhood?

schools	_____	1
cost of housing	_____	2
crime	_____	3
friendliness of neighborhood	_____	4
convenience to shopping or work	_____	5
taxes	_____	6
other - what?	_____	7
D.K./N.A.	_____	8

83. The City Government of South Bend has a limited amount of money to spend on bettering the city. Do you think that it should spend most of this money on improving the downtown to bring businesses into South Bend, or improving neighborhoods.

downtown	_____	1
neighborhoods	_____	2
both	_____	3
D.K./N.A.	_____	4

84. Do you think that the City Government should require people to fix up their homes if they need serious repairs?

yes _____ 1

no _____ 2

D.K./N.A. _____ 3

85. Do you think that it is important for citizens to have a direct role in making City Government decisions that affect your neighborhood or do you think that it is best left to elected councilmen and the mayor?

citizens have direct role _____ 1

best left to elected councilmen and mayor _____ 2

D.K./N.A. _____ 3

86. In your opinion where should the City Government use its money for fixing up houses and improving streets and curbs? Should this money be used in the worse off neighborhoods, that is, those with a lot of sub-standard houses, or should it be used in areas that have just started to become blighted?

worse off neighborhoods _____ 1

neighborhood just starting to become blighted _____ 2

both _____ 3

D.K./N.A. _____

87. Would you say that you or anyone in this household is a "do it yourselfer" around the home and does a lot of minor repairs and fix-it jobs or do you call repairmen for these jobs.

do it yourself _____ 1

call repairman _____ 2

D.K./N.A. _____ 3

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT ENERGY.

88. Have you read in the newspaper or heard on radio or T.V. about an energy crisis in this country; that is a shortage of oil, gas, coal and electricity?

yes _____ 1

no _____ 2

D.K./N.A. _____ 3

89. In your opinion, is the United States faced with a serious shortage of energy in the next few years?

yes _____ 1

no _____ 2

D.K./N.A. _____ 3

90. How much do you think that you would save on utility and heating bills if this home had a lot of insulation, calking, and weather stripping - - a lot, only a little, or none at all?

a lot _____ 1
only a little _____ 2
none _____ 3
D.K. _____ 4

91. Have you or any member of your family spent any money in the past year on energy conservation for this home - for example, on insulation, weatherstripping, caulking, etc.?

yes _____ 1
no _____ 2
D.K. _____ 3

92. If yes, what have you done?

93. If yes to 91, then ask - Did you or some member of your family do any of this work themselves, such as insulating, weatherstripping, etc.

yes, did some of it self _____ 1
no _____ 2
D.K. _____ 3

94. If no to 91, then ask - Would you or some member of your family be able to do some of the insulating, weatherstripping or caulking for this home yourself, or do you think that you would have to hire someone to do it?

do it self _____ 1
hire _____ 2
D.K. _____ 3

95. Do you think that people in this neighborhood would help families like yours to insulate your home -- or would they not be willing?

yes, would help _____ 1
not be willing _____ 2
D.K. _____ 3

Let me switch for a minute to other ways to conserve energy. Which of the following things do you do right now or do you think your family could do if necessary to save energy?

- | | | | |
|---|------|-------|---|
| 96. Ride city buses to work and shopping | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 97. Form car pools to work | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 98. Drive a small car | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 99. Use few plastic products | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 100. Recycle cans, bottles, and newspaper | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 101. Lower your home thermostat | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 102. Do without air conditioning | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 103. Wash laundry in cold water | yes | _____ | 1 |
| | no | _____ | 2 |
| | D.K. | _____ | 3 |
| 104. Other - what? | | | |

Now I am going to read you some statements about energy conservation and I'd like you to tell me how much you agree or disagree with each of them.

PLEASE LOOK AT CARD #1 AGAIN.

After I read each statement, tell me which number comes closest to your opinion.

	<u>Strongly Agree</u>	<u>Agree Somewhat</u>	<u>Uncertain</u>	<u>Disagree Somewhat</u>	<u>Strongly Disagree</u>
105. I would do more to conserve energy around the home if my neighbors were also insulating and weatherizing their homes.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
106. Compared to other problems South Bend faces, energy conservation is only a minor problem.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
107. The government should require people to conserve energy in their homes by weatherstripping, caulking, insulating, etc.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
108. People in their neighborhood don't do more to conserve energy because it costs too much.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
109. Energy conservation is mainly the problem of business, industry and the government since they use more energy than residents.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
110. Insulating this home would be a bad investment since property values are declining here.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

TAKE BACK THE CARD

Thank you.

O.K. now just a couple more questions.

111. If supplies of gasoline become low do you think that the country should reduce the consumption of gasoline by raising its price, or do you think we should have rationing?

raise price _____ 1

rationing _____ 2

both _____ 3

other - what? _____ 4

doesn't believe there is or will be a shortage _____ 5

D.K./N.A. _____ 6

112. Do you think most people conserve energy because they believe they can save money on fuel bills, or because they believe that it is the right thing to do?

save money _____ 1

right thing to do _____ 2

other - what? _____ 3

D.K./N.A. _____ 4

113. Do you think you would be willing to attend a workshop in this neighborhood on energy conservation?

yes _____ 1

no _____ 2

D.K. _____ 3

114. What would be the best time for you to attend a workshop - during weekdays, evenings during the week, or on the weekend?

weekdays _____ 1

evenings during the week _____ 2

weekend _____ 3

D.K./N.A. _____ 4

115. Would you be willing to lead a workshop or work with your neighbors on energy conservation if you had the necessary knowledge and training?

yes _____ 1
no _____ 2
D.K. _____ 3

Finally, a couple of background questions on you -

116. What is your occupation? (if retired, what was your occupation?)

professional (doctor, dentist, lawyer, educator, engineer, etc.) _____ 1
manager, official, self-employed, executive _____ 2
sales _____ 3
secretary or other clerical _____ 4
craftsman, technician, factory worker, service worker, etc. _____ 5
unskilled _____ 6
civil service - (public official, police, fire, etc.) _____ 7
housewife _____ 8
student _____ 9

117. What is the occupation of your spouse?

write the number from above (1-9) _____
no spouse _____ 0

118. What is the highest grade in school you completed?

elementary school	_____	1
high school	_____	2
anything <u>more</u> <u>than</u> high school	_____	3
other	_____	4
D.K./N.A.	_____	5

119. Is your age

under 25	_____	1
25 - 50	_____	2
51 - 65	_____	3
over 65	_____	4
N.A.	_____	5

And the final question,

120. Could you tell me into which of the following categories your family income for 1978 falls?

below \$8,000	_____	1
\$8,000 - \$16,000	_____	2
\$16,000 - \$24,000	_____	3
over \$24,000	_____	4
D.K./N.A.	_____	5

Thank you very much. I appreciate the time you spent on this.

Regional Demography

BY OBSERVATION

121. Sex of respondent

female 1

male 2

122. Race of respondent

black 1

white 2

other 3

123. Type of housing

single family _____ 1

two family 2

multi-family 3

apartment over a commercial structure 4

mobile home 5

other 6

124. How cooperative was respondent?

very cooperative _____ 1

cooperative 2

not cooperative _____ 3

extremely reluctant _____ 4

TIME THE INTERVIEW ENDED

THE ORGANIZATION OF STATE AND LOCAL GOVERNMENT

14 HOURS

This module is one of two (the other being "Regional Demography") building toward the Community Education Module. The Organization of State and Local Government has a double focus: 1) on a broad level, it is designed to focus on State and Local Government in terms of the energy crisis, and on the responsibility of these units of government in developing and implementing energy related policy; 2) on a technical and pragmatic level, it is designed to help students become aware of which local agencies are responsible for the enforcement of codes, licensing regulations, etc. This information is essential to enable Energy Extension Agents to make practical recommendations for retrofitting of energy efficient construction, as well as to participate in community education and conservation activities.

PRE-REQUISITES: None

COGNITIVE SKILLS:

Reading and writing level: 8th grade

Math level: N.A.

Other: Deductive reasoning, reading and interpretive skills

THE ORGANIZATION OF STATE AND LOCAL GOVERNMENT

OBJECTIVES

- 1) Describe the organizational make-up of federal, state and local government.
- 2) Discuss issues affecting state and local energy policy.
- 3) Describe the organizational make-up of state agencies and relate to energy policy.
- 4) Demonstrate ability to discuss energy policy with local and state decision makers in order to influence decision making.

RESOURCES

BOOKS AND REFERENCES

- 1) Civic Cinema, South Bend Civic Planning Association, 29th edition, 1977
- 2) Here Is Your Indiana Government, Indiana State Chamber of Commerce, 18th edition, 1977

STATE AND LOCAL GOVERNMENT SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
1	2	1	Constitutional position of states in the Federal system: 1) The Federal system 2) States rights and responsibilities
		1	Organization of state government: 1) States as unitary political systems 2) State judicial system 3) State legislature 4) The executive branch 5) Political and legislative processes in Indiana; Role of political parties; Role of vested interest groups
2	2	2	Policy development on the state level: 1) Police power on the state level 2) Role of the state in regulatory policy
		3	State agencies concerned with energy 1) State planning agency 2) Department of commerce 3) State energy group 4) Public service commission
3	2	2,3,4	Issues affecting state energy policy: 1) Assessment of needs 2) Alternatives; Quiz
4	2	1,4	South Bend Board of Public Safety; Meet with mayor - Energy Policy
5	2	1,2	The process of local government: 1) Local government organization 2) The local political process 3) Responsibility of local government for local power. Guest speaker: Doug Hunt, Indiana State Senator, Chairman of Energy Committee
6	2	1,4	Role of local government in energy matters: 1) County government 2) City government; Local energy issues; Future role of local government in energy matters; Quiz

STATE AND LOCAL GOVERNMENT SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
7	2	4	Individual rights and responsibilities: A. Public law and public policy; B) Constitutional guarantees C. Private rights and public obligations

PROJECT EFFECT

STATE AND LOCAL GOVERNMENT MODULE

Final Exam

Please answer any 6 of the following questions:

1. Describe the relationship between states and the federal government as compared to the relationship that exists between states and local units of government.
2. What are "police powers"?
3. List and give a brief description of state level agencies in Indiana that have a role in energy matters.
4. Why is it difficult to get the state to take firm action to deal with the energy crisis?
5. What is the job of the mayor and council in South Bend?
6. What does the city council do when it forms itself into the "committee of the whole"?
7. Describe some things that local government can do to deal with the energy crisis.
8. How has the 14th Amendment been used to protect individual rights?
9. By what method do we attempt to resolve the apparent conflict between individual rights and public obligations?

COMMUNITY EDUCATION

46.5 HOURS

A major objective of this training program is to promote community education in energy conservation. A significant portion of the effort to meet this objective is expended in training students to deliver energy information to the community. Students learn to do this via the public media, workshops and seminars, and direct contact - mass mailings, flyers, posters, etc.

This comprehensive module, covering extensive and diverse subject matter, spans the length of the program. Teaching techniques vary with the topic. All activities are oriented toward the workshops which culminate the unit. The students, working in teams are expected to design and conduct two workshops - one "in house" for their peers - the other for a public agency or community group.

An important aspect of this module consists of training to improve communication skills and the ability to work with people in teams.

PRE-REQUISITES: State and Local Government - desirable
Regional Demography - desirable

COGNITIVE SKILLS:

Reading and writing level: 8th grade - ability to write a factual news item - 100 words

Math level: Ability to read tables and graphs

Dexterity: Ability to design a brochure or poster

Spatial Orientation: Ability to read maps

Other: Ability to present information orally in public
Ability to work in a group setting

COMMUNITY EDUCATION

OBJECTIVES

- 1) Demonstrate understanding of logistics of presenting a public program.
- 2) Write objectives for public programs.
- 3) Locate and use correct resources and support personnel.
- 4) Evaluation of the success of a public program.
- 5) Communicate more effectively and professionally.
- 6) Assess community needs and interests in preparation for presenting a program.

RESOURCES

HANDOUTS

"The Press Release" with sample cover letter, mimeographed handout

"If You Want Air Time", brochure, National Association of Broadcasters, 1771 N. Street, N.W., Washington D.C., 1978

Pocket Pal - A Graphic Arts Production Handbook, International Paper Co., 220 East 42nd Street New York, N.Y., Dec. 1974

Production for the Graphic Artist , James Craig, Watson-Guption Publications, 1515 Broadway, New York, N.Y., copyright 1974

Complete Guide to Pasteup , Walter B. Graham, North American Publishing Co., 401 North Broad Street, Philadelphia, PA, 1975

COMMUNITY EDUCATION SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
1	1	1 & 5	Introduction to Community Education - Lecture discussion on various purposes and ways of meeting public with focus on special purposes - rationale of EEA
2	1	1 & 5	Introduction to Community Education - continued ways in which a community may be organized and importance of assessing needs of various types of groups
3	2	6	Needs assessment in conjunction with Demography and Neighborhood Organization - work on sample questions for questionnaire
4	1.5	6	General discussion of questionnaires/surveys: team work on questionnaire; have other teams criticize. Compare different types of questionnaires
5	1.5		Continue above activity: work with individual teams on their questions; evaluation of questionnaires
6	1.5		Work with individual teams; objectives of questionnaire/how will information be used?
7	1.5	1, 2 & 3	Short wrap-up lecture on questionnaires - formulate questionnaire for Energy Week survey. Logistics of Energy Week -to do list - what has been done, where do we fit in
8	1.5	3	Pre-test questionnaire. Press Release - <u>how to</u>
9	1.5	3	Return & review Press Release - posters & flyers and brochures - an overview - guest lecturer: Sharon Webber, graphic artist; assign: poster for Energy Week.

COMMUNITY EDUCATION SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
10	1.5	1 - 5	<u>Review Press Release</u> - media - prepare Energy Week displays - gather materials, set up scheduling.
11	1	1 - 5	Energy Week - finalize & prepare questionnaires and answer sheets - final preparations (plus work during the event itself)
12	3		Field Day - Energy Awareness Days* (Evaluation of student)
13	2	2, 3 & 6	Guest Lecturer: Mark Argosh - "Hands on experiences with Advocacy, Community ACTION, Consumer Education".
14	2	4	Review of South Bend Energy Awareness Days Project In class evaluation ACTION representative -
15	3	5	Doug Mosel Theories, techniques, practice - listening skills, communicating, assertiveness
16	3	5	Doug Mosel Group Dynamics: How to work with people
17	3	1 & 2	Plan and write objectives for community workshop
18	3	3	Workshops - Audio Visual, discussions of ways of using resources - preparation of materials
19	3	1 & 3	Workshops - materials' preparation (Diane Tripodi)
20	3	1 & 3	Workshops - materials preparation and <u>research</u>
21	3	1, 3 & 5	Workshops - Rehearsal, materials review - (Diane Tripodi)

COMMUNITY EDUCATION SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
22	3	1, 3 & 5	Workshops (Diane Tripodi) Peer presentations Rehearsals
*			Extra-curricular activity - weekend (Notre Dame Energy Show)

COMMUNITY EDUCATION

STUDENT MODULE EVALUATION - ADMINISTER SURVEY AT ENERGY AWARENESS DAYS
ENERGY AWARENESS QUESTIONNAIRE

SEX	<u>Male</u>	<u>Female</u>	Total Number = 135		
	60%	40%			
AGE	<u>Under 20</u>	<u>20-30</u>	<u>30-40</u>	<u>40-50</u>	<u>50+</u>
	18%	30%	18%	17%	17%
<u>HOMEOWNER</u>	<u>RENTER</u>	<u>N.A.</u>			
	68%	21%	11%		

1. In your opinion, is there an energy shortage in the U.S. at this time?
YES 60% NO 40%
2. Do you believe that individual efforts to conserve can help solve the problem?
YES 71% NO 17% N.A. 12%
 - a) What have you already done to conserve energy?
 1. turned down thermostat? 80%
 2. switched to smaller car? 56%
 3. washed clothes in cold water? 63%
 4. turned down temp. on hot water heater? 53%
 5. car pooled 47%
 6. installed weatherstripping 75%
 7. use fans instead of air cond. 71%
 8. insulated ceilings and/or walls 78%
 9. added storm windows & doors 91%
 10. installed alternate energy source (solar, heat pump) 27%
 11. other (turn off lights wood stove) 26%
 - b) If you haven't already done so, which of the above would you be willing to try? (same questions as above)
1 - 11 --about 20% except for alternate sources of energy 2%
3. Should energy conservation be a priority for local government?
YES 81% NO 13%
If yes, in your opinion, how can this best be accomplished?

through.....governmental conservation?	62%
.....additional legislation?	44%
.....educational programs?	72%
4. Do you agree or disagree with this statement?....."I don't worry about the energy problem because modern technology will solve everything."
AGREE 18% DISAGREE 82%
5. In your opinion, which of the energy users listed here consumes the most energy in your home?

<u>69%</u> furnace heating	<u>15%</u> water heater
<u>19%</u> appliances	<u>7%</u> range
<u>1%</u> other (some listed two)	
6. Would you attend a class or workshop to learn more about energy and energy conservation if it were available?
YES 65% NO 35%

PROJECT EFFECT
Community Education - Workshop Preparation
STUDENT MODULE EVALUATION - FINAL EXAM
PLANNING & CONDUCTING COMMUNITY WORKSHOP

- 1) In teams, write objectives, identify target audience
- 2) Write publicity - samples of news release, flyer, etc. - with objectives and target audience in mind
- 3) Teams make timeline and assign responsibilities for each aspect of the workshop
- 4) Present "Workshop Package" to peers including:
 - Target Audience
 - Logistics
 - Publicity Materials
 - Handouts
 - Visuals
 - Evaluation Plan
- 5) Present 15 minute mini-workshop to peers including explanation of objectives, audience, rationale and materials
- 6) Present workshop to community group

The students utilize techniques learned in the Community Education module to design and implement workshops on energy conservation. Most of the groundwork and preparation for the workshops is accomplished within the Community Education module. In teams, the students conduct a mini-workshop for their peers demonstrating all phases of workshop preparation including logistics, publicity, hand-outs and visual materials. After peer evaluation, teams revise their materials and conduct a full workshop for a public agency or community organization.

The workshops are developed jointly by the students and the neighborhood group or agency to focus on specific needs of the recipients. The ultimate goal is to activate neighborhood awareness and mutual concerns, culminating in long term energy conservation at the local level.

PRE-REQUISITES: Community Education - didactic portion

COGNITIVE SKILLS:

Reading and writing level: 8th grade

Math level: N.A.

Dexterity: N.A.

Spatial Orientation: N.A.

Other: Communication skills, ability to speak before a group

NEIGHBORHOOD WORKSHOPS - PRACTICUM

OBJECTIVES

- 1) Effectively utilize techniques learned in the Community Education aspects of the curriculum to communicate with the public about energy related matters.
- 2) Communicate with the public concerning specific energy saving measures ranging from conservation to insulation to considerations in new structures, as part of a formal workshop presentation.

NEIGHBORHOOD WORKSHOPS - PRACTICUM - SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
1	3	1,2	Full rehearsal - peer critique: each workshop team presents its program, complete with handouts, visual aids and evaluation strategies. Peers and instructors offer suggestions and criticism.
2	3	1,2	Dress rehearsal for workshops: emphasis on timing, smooth delivery, answering questions from audience, conducting group discussion.
3	3	1,2	Workshop delivery: Team A: ACTION, Inc. - Program directors and group leaders from four counties. Topic: "Simple and inexpensive ways to conserve energy." Emphasis on non-traditional means of energy conservation without radical changes in lifestyle. (Final exam)
4	3	1,2	Workshop delivery: Team B: ACTION, Inc. - Neighborhood Center residents from several neighborhood centers bussed in. Topic: "Do It Yourself: Inexpensive and simple ways to weatherize your home". (Final exam)

MISCELLANEOUS ACTIVITIES - PRACTICUM

49 HOURS

These activities span the entire 8 month period of the curriculum. Practical experience meeting the objectives is included throughout the program, and ranges from weekly critique sessions to Graduation. The Orientation to the Practicum is an intensive preparation for the Practicum experience. Students are introduced to the objectives, rationale, procedures and requirements of this component of the curriculum and each part of the practicum is discussed in detail to insure students' understanding. Job Placement activities prepare the students to assess their own areas of interest and strength and to focus on the specific areas of employment to be investigated. Final evaluations of students include the Energy post-test to measure curriculum mastery and a retaking of the DAT (Differential Aptitude Test) to measure overall academic change. Skills are sharpened during regular critique sessions where two-way feedback contributes to meeting program objectives and student needs.

PRE-REQUISITE: Didactic curriculum

COGNITIVE SKILLS:

Reading and writing level: 8th grade

Math level: 8th grade

Dexterity: Ability to do inspections connected with Energy Use Surveys

Spatial Orientation: Ability to do graphic work for Energy Surveys

Other: Ability to communicate orally and work in groups

MISCELLANEOUS ACTIVITIES - PRACTICUM

OBJECTIVES

- 1) Demonstrate ability to work with others in teams and pairs in order to complete a task.
- 2) Demonstrate job-seeking and keeping skills.
- 3) Participate in group discussion and oral presentation of ideas including constructive criticism of course modules.
- 4) Interact with and meet the public.

MISCELLANEOUS ACTIVITIES
FRIDAY CRITIQUE AND PLACEMENT SYLLABUS

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
1	5	N.A.	Orientation to Practicum
2	2	1	Evaluation - Team building
3	2	3	Evaluation
4	2	3	Evaluation
5	2	3	Evaluation
6	2	3	View and critique energy films
7	2	2	Professionalism on the Job (film)
8	2	3	Evaluation
9	2	2	Personal Interviews - Placement Coordinator
10	1	3	Interviews with Project Administrator
*		1-4	Field Day - Energy Fair - Scottsdale Mall
11	2	1-4	Communication Skills
12	2	3	Evaluation
13	2	1-4	Communication Skills
14	2	2	Resume Writing
15	2	2	Personal Interviews - Resume Writing
16	4	1-4	Notre Dame Energy Show

*See Session #12 - Community Education module

SYLLABUS

MISCELLANEOUS ACTIVITIES FRIDAY CRITIQUE AND PLACEMENT CONTINUED

<u>Session #</u>	<u>Hours</u>	<u>Objectives</u>	<u>Topic</u>
17	2	3	Evaluation
18	2	3	Practice Energy Workshops
19	2	3	Evaluation
20	2	2	Taped job interviews
21	3	1-4	Job Readiness
22	2	2	Placement Activities
23	1	2	Placement Activities
24	3		Energy Post-Test
25	6		Differnetial Aptitude Test (standardized)
26	3	4	Graduation Exercises and Reception